

TRIDENT TECHNICAL COLLEGE **SUMMARY OF ASSESSMENT RESULTS FOR 2004-2005**

Trident Technical College's vision is to be a leader among two-year colleges in providing diverse and innovative educational programs and services in a highly technical and competitive global environment. College policy 2-18-0 titled Vision Statement, Mission Statement, Institutional Values, Institutional Goals and Objectives refers to the college's commitment to technical and comprehensive education to enhance economic development. The Policies and Procedures can be found at <http://www.tridenttech.edu/261.htm>

This summary report for Trident Technical College includes the following Institutional Effectiveness components: Majors and Concentrations, Library Resources and Alumni Survey Results.

METHODOLOGY. The 2004 – 2005 Institutional Effectiveness (IE) activity marked the beginning of an online assessment plan. All Majors and Concentrations will be assessed with a Curriculum Assessment Plan (CAP). The CAP allows individuals responsible for each program to identify key success indicators and expected outputs and outcomes.

FUTURE REPORTS (2004-2007). The following table presents the reporting dates for assessing Institutional Effectiveness Components from 2004 through 2007.

Institutional Effectiveness Components	2004	2005	2006	2007
General Education			X	
Majors and Concentrations	X	X	X	X
Academic Advising	X			
2-year to 4-year Transfer	X		X	
Student Development				X
Library Resources		X		
Alumni and Placement		X		X
Total Components	3	3	3	3

The following section presents a brief summary of the status of each program and service assessed in 2004 – 2005 and projected reporting dates for those components not reported this year.

GENERAL EDUCATION. This component will be assessed in 2005-2006.

MAJORS AND CONCENTRATIONS. Since August 2005 a CAP has been designed for each of the 31 associate degree programs offered by the college. The CAP requires an annual review of results, identification of weaknesses, and plans for improving weaknesses.

A completed CAP consists of: measurable objectives describing student learning outcomes, a description of the course, clinic or lab where student learning is assessed, the methodology used for assessing student learning outcomes, specification of the expected levels of program performance for each outcome (expected outcomes), a description of how and when the a description of the actual results of the assessment and a description of how the results will be used to improve the instructional program.

At this point in time the data for the CAPs designed in Fall 2005 are being collected. Once the data are collected and results are analyzed, the managers will identify how the outcomes will be used to improve the programs. The 2005-2006 CAPs will be completed, and managers will design the 2006-2007 CAPs.

Once the 2004-2005 CAPs are completed they will be posted online for internal review and for reviewing agencies such as the Southern Association of Colleges and Schools.

In addition to the CAP each instructional program undergoes the annual SBTCE Program Evaluation process.

ACADEMIC ADVISING. This component will be assessed in 2007-2008.

ACHIEVEMENT OF STUDENTS TRANSFERRING FROM TWO- TO FOUR-YEAR INSTITUTIONS. This component will be assessed in 2005-2006.

LIBRARY RESOURCES. The second phase of Trident Technical College's revised assessment plan includes services designed to support student learning. This fall Trident's Institutional Effectiveness group (T.I.E.) will introduce the new assessment plan for student support. The most important aspect of the new assessment plan is to identify and measure each service's affect upon student learning. A librarian serving on the T.I.E. group will work with Library Resource staff members to design and implement an assessment plan which meets T.I.E. specifications and the assessment needs of the library.

STUDENT DEVELOPMENT. This component will be assessed in 2007.